QUEENSLAND STATE SCHOOL REPORTING - 2010

Isis District State High School (2063)

	Postal address	3 Ridgway Street Childers 4660
	Phone	(07) 4192 1222
	Fax	(07) 4192 1200
	Email	the.principal@isisdistshs.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the **My School** website and the Department's **Right to Information site**.
	Contact Person	Mr Allan Cook, Principal

Principal's foreword

Introduction

Queensland schools mirror the communities they serve and it is important that they report essential information on their operations and achievements to contribute to a greater community understanding. It also allows Queensland parents to receive information that may assist in making informed choices about schools.

Schools are required to provide a broad range of information to parents and the community by the 30 June each year on the previous year's achievements. The report that follows will include information that describes key aspects of:

- School context
- Staff profile
- Student performance

School progress towards its goals in 2010

This school has made significant progress towards two important areas in 2010. These include:

1. Middle Schooling

- Alignment of curriculum and assessment programs based on 'essential learnings'
- A focus on 'whole-school literacy and numeracy'
- Information Communication Technologies (ICTs) embedded in all curriculum programs

2. Senior Schooling

- Strengthening of Year 10 programs to promote a successful transition to the senior phase of learning
- Senior student planning and monitoring to maximise student achievement of the Queensland Certificate of Education (QCE) (or equivalent qualification).
- Extended learning, training and employment pathways, for students, within the community

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Future outlook

The outcomes presented in this report reflect a strong school community that acknowledges its important role in the broader local community to provide an educational preparation for young people that allows them to reach their full potential and go on to enjoy a successful future. The coming year will see continued attention to ensuring progress is maximised through:

- consolidating teaching and learning reforms for Year 8 & 9 through the implementation of the Education Queensland *Roadmap* initiatives of strong leadership, shared commitment to core priorities, quality curriculum, focussed teaching and monitoring student progress
- maintaining a continued focus on the significance of explicit teaching of literacy and numeracy
- increasing the diversity of training and educational pathways available for students in the senior phase of learning (Year 10-12) to maintain student engagement
- maximising e-learning opportunities through provision and support of ICTs
- supporting students from all backgrounds to maximise their opportunities through education.

As an identified school with the Federal Government's National Partnership Agreement program, additional funding will be provided and used to implement a range of initiatives that will support improved outcomes for students with challenging circumstances. These initiatives will be outlined in the school's four year Strategic Plan and particularly focus on:

- school participation and engagement by all students (including indigenous students)
- literacy and numeracy
- senior achievement outcomes.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 to Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
452	237	215	83%

Characteristics of the student body:

Students attending Isis District State High School come from the township of Childers and the surrounding communities of Woodgate, Howard, Cordalba and Booyal. Young people from Biggenden complete their senior schooling at Isis High following their completion of Year 10 at Biggenden State School. The great majority of students (80%) travel to and from school by bus.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Year 4 – Year 10	20	91%	87%	5%	9%
Year 11 – Year 12	14	97%	97%	0%	3%
All Classes	18	93%	90%	3%	7%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	79
Long Suspensions - 6 to 20 days	11
Exclusions	<5
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings:

Year 8 and 9 students complete a ‘middle-phase of schooling’ curriculum commenced in primary school and which is based on ‘key learning areas’ incorporating ‘essential learnings’ from Queensland Studies Authority syllabuses with a focus on literacy and numeracy skills.

Our school at a glance

Year 10 serves as a 'transition' year that concludes the middle phase and prepares students with the skills required for successful participation in the senior phase of learning.

Year 11 and 12 comprise the 'senior phase of learning'. This is based on a broad offering of academic subjects and a diverse array of accredited vocational education, offered within and external to the school. Some subjects are offered via virtual schooling or distance education. All students are able to plan a pathway to a viable post-school destination.

Extra curricula activities

The school provides a range of sporting activities in both the Bundaberg district competition and in the North Burnett regional competition that provide further representative opportunities.

For example, in 2010, 60 students gained representation in North Burnett district sporting teams, while 8 went on to be selected at a Wide Bay regional level. Of these, one student went on to represent the state of Queensland in national competition.

Cultural activities including a range of competitive speaking opportunities, an instrumental school Concert Band and school Strings Ensemble and an annual musical presentation, including the award-winning Rock Eisteddfod.

For example, in 2010 an Isis High student won the Wide Bay zone of the Lions Youth of the Year competition and students participated successfully in debating competitions.

The 2010 cultural presentation was the organisation and presentation of a community entertainment spectacular, *Isis Has Talent* at the Isis Cultural Centre. The well attended event saw students and staff showcase their talent in a range of ways through music, singing, dance and even poetry readings. The event saw many talented and professional performances before a panel of judges to decide the most meritorious. A wonderful night of fun and enjoyment for the community was enhanced by catering from the school hospitality team. Performances and events such as *Isis Has Talent* go a long way to supporting student spirit, engagement and opportunity in the school.

The 2011 year will see many students participating in the Rock Eisteddfod Challenge at the Brisbane Entertainment Centre in Boondall with the ancient Egyptian theme, *Isis*.

In addition, a myriad of further opportunities that enrich the school experience for students are offered such as participation in the Maryborough Technology Challenge, Creative Generation Arts Awards, Isis High Cattle Club, Australian Business Week, numerous excursions and the like.

How Information and Communication Technologies are used to assist learning

Isis District State High School has maintained an emphasis on the use of computers as a learning technology tool to support student learning.

Isis District State High has a computer ratio of 1:2 (one computer for every two students).

The school's computer infrastructure includes:

- Five computer laboratories
- A scientific 'computer pod'
- A 'high tech' graphic design studio
- A 'virtual classroom'

Our school at a glance

A 'high tech' Resource Centre boasts a high number of computers, laptops, data projectors, digital videos, digital cameras and digital editing equipment to support student learning.

Most classrooms and speciality areas have recently been upgraded to a level of technology that includes access to the school's network and data projection facilities and equipment.

The school has an Information Communication Technologies (ICTs) e-learning Plan that describes the school's ICT goals for 2010. Overall, the school has a "*School ICT Index Report 2010*" that shows a "AA" rating in the key area of "*Enabling Teaching and Learning*".

Social climate

The school has a strong anti-bullying philosophy based on open disclosure of information, intervention and support for all parties. This is fostered through a Year 8, Year 11 and Year 12 personal development program, as well as in specific subject areas in Year 9 and 10. This policy was reviewed and updated in 2009 and has been vigorously promoted to students in 2010/11.

The school also has a strong ethos encouraging 'democratic leadership'. An active, representative Student Council is highly effective and is supported by a Year 12 senior leadership program. This program emphasises personal leadership which is fostered through school activities whereby all students have the opportunity to participate, for example Australian Business Week and Senior Leadership Camp.

All students are encouraged to achieve to the best of their potential. Encouragement and recognition of effort through the Merit Award system and incentives associated with the *School-Wide Positive Behaviour Support* program acknowledges ongoing student participation and performance.

As well as the care provided through strong relationships with teachers, students are supported by a range of other specialist staff including a guidance officer, learning specialist, school-based nurse, student support officers and a school chaplain.

School Opinion Survey data (see below) from students and parents consistently rate the school climate (including aspects of safety, fairness and behaviour) as better than that of other similar schools throughout Queensland.

Our school at a glance

Parent, student and teacher satisfaction with the school

Schools are required to report their performance against the five identified Education Queensland performance measures. These are:

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	82%
Percentage of students satisfied that they are getting a good education at school	59%
Percentage of parents/caregivers satisfied with their child's school	85%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	49%
Percentage of staff members satisfied with morale in the school	56%

The first measure above shows strong parent satisfaction with the education offered to their students by the school and is even stronger when there are no parents who are dissatisfied. This rating of the education offered by the school is higher than that in other similar schools to Isis High.

The student rating of the education offered, while not as high as parents, is comparable to that in other similar schools to Isis High and the proportion of students dissatisfied is 18.5%.

The actual 'parent satisfaction rating' is high and again higher than that in other similar schools to Isis High. There were just 3% of parents in the sample who actually indicated dissatisfaction with Isis High.

Involving parents in their child's education.

The school encourages regular 'three way' communication between teacher, student and parent. Parents are afforded the opportunity to request a teacher interview at any time.

In addition, there are two formal opportunities per year for parents and students to talk with teachers at a Parent-Teacher Interview evening. These occur early in Term 2 and Term 3.

Students receive three progress reports during the year. These include an Interim Report after Term 1 and a Semester Report at the conclusion of each of Semester 1 and Semester 2.

An effective Parents and Citizens' Association operates to support student learning through financial means and participation in strategic direction-setting within the school.

In addition, there are a number of specific parent support groups that operate at a very successful level. For example, the CLiPs program involves the training of community volunteers in the teaching of reading who then work with students in need of literacy support for reading. The Chaplaincy program coordinates a group of committed volunteers to provide breakfast for students once a week. The school enjoys strong support from an indigenous support group.

Our school at a glance

Reducing the school's environmental footprint

The school has continued to ensure a strong commitment to reducing our 'environmental footprint' wherever possible. Improved monitoring systems are being gradually introduced to the school in a bid to limit any significant increases. Solar panels have been installed on the Manual Arts building to supplement electricity usage and 'feed back' into the State electricity 'grid'. All fluorescent lights in the school have now been replaced with 'low energy' (T5) tubes. **NOTE: Water usage shows a significant increase from 2009 to 2010 due to a faulty Council water meter mis-reading water used, which has now been replaced.*

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	Water KL	Gas MJ
2010	$64,261	$43,018	$12,480	$1,680	$7,083	$0	$0	207,063	3,624	0
2009	$54,819	$35,911	$0	$0	$8,586	$0	$10,322	217,417	1,958	0
% change 2009 - 2010	17%	20%	N/A	N/A	-18%	N/A	-100%	-5%	85%	N/A

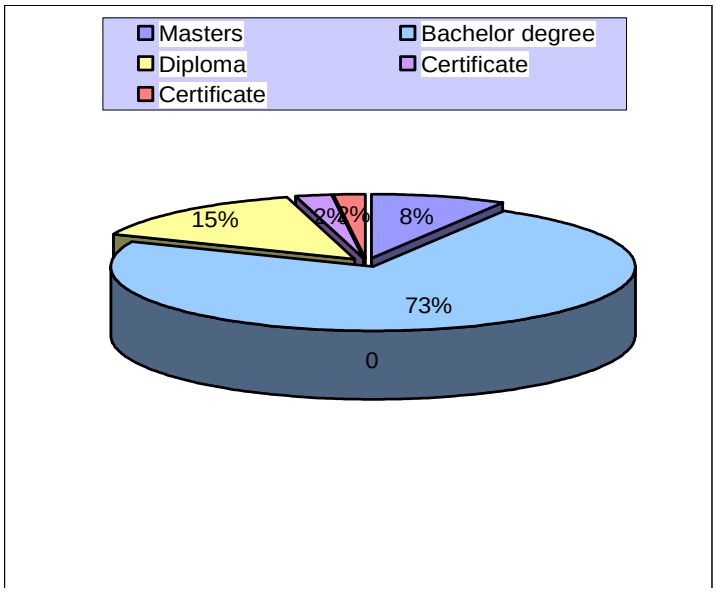
Staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	41	31	<5
Full-time equivalents	38	20	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	4
Bachelor degree	35
Diploma	7
Certificate	1



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 were $47906 (including teacher literacy training) .

The major professional development initiatives are as follows:

- In-school professional activities
- Teacher mentoring and coaching
- Involvement in professional networks
- Workshop, seminar and conference attendance
- On-line learning

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Staff profile

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 89% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 90%.

Student attendance for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
91%	89%	90%	90%	89%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

School attendance is marked at the commencement of the school day through a roll group or student assembly. Attendance is then monitored during the day by teacher checking of students in every class.

The school employs a teacher-aide to maintain the accuracy of student rolls and act as a 'point of contact' for matters relating to student attendance for students, parents/cares and school staff.

Students are able to leave during the day on request of a legitimate reason from parents/carers and are required to 'sign-out' from the school office.

Where students are absent during the day after being present in the morning (truant), parents will be contacted, where possible.

When students have been absent from school, parents/carers are to provide an explanation to the school for the absence and this is recorded and the absence is 'authorised'. Where no reason is provided, the absence remains 'unexplained'.

Where students have three or more days of unexplained absence, a letter is sent to parents requesting an explanation of the student absence.

Where students are absent regularly from school, parents are contacted by a member of the school administration to request an interview to discuss how the student's school attendance might be improved.

The school has a serious commitment to the Education Queensland position that '*Every class, in every day, counts*' and seeks to maximise the school attendance of every student.

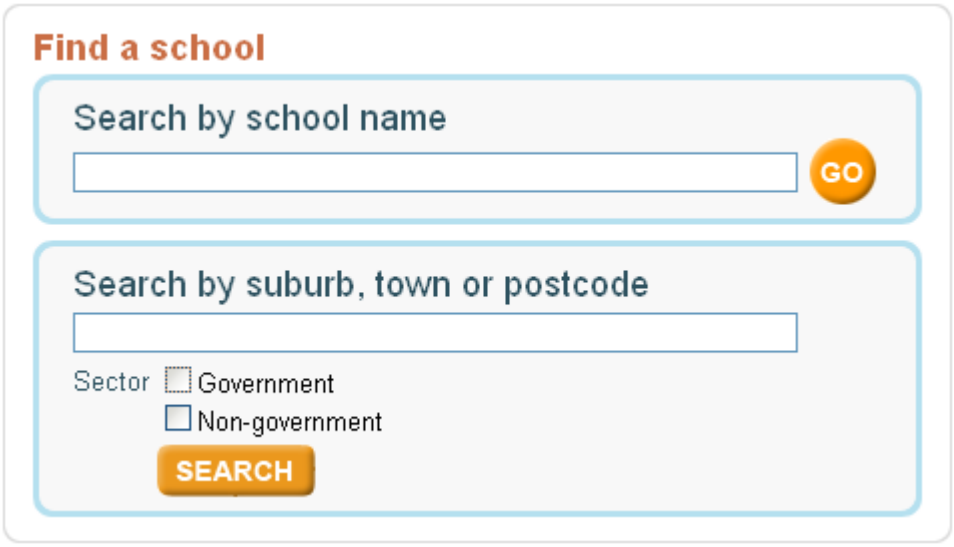
Performance of our students

Achievement – Year 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at http://www.myschool.edu.au/

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.



Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

The school has an 8% indigenous proportion of the total school enrolment. The attendance rate of indigenous students in 2010 was 84.4% compared to the non-indigenous rate of 90.3%. The school will continue to pursue strategies to 'close the gap' between indigenous and non-indigenous attendance rates. Indigenous students have a better retention rate between Year 10 and 12 compared to non-indigenous students.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	75%

Outcomes for our Year 12 cohort of 2010	
Number of students receiving a Senior Statement	81
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	31
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	7
Number of students awarded one or more Vocational Educational Training qualifications.	66
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	46
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	56
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	77%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	90%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
3	7	14	6	1

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
56	45	1

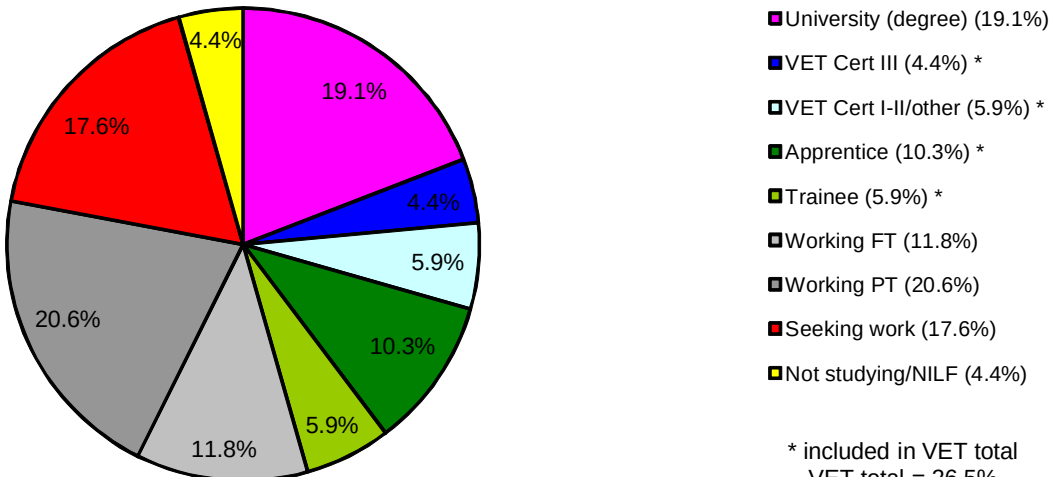
Post-school destination information

Each year the Queensland Government provides a report detailing the results of a 'destination survey' of the state's Year 12 school leavers from the previous year, known as *The Next Step*. The survey targets all students who completed Year 12 and gained a Senior Statement in 2010, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 4 April and 16 May 2011, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with an online and paper-based survey collected from a small number of students for whom telephone details were not available.

The response rate for the 2010 Year 12 school leavers from this school was 84%, which is a very high response for this type of survey.

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep

The outcomes for Isis High students are shown on the chart and in the table below:



Performance of our students

Destination of Year 12 students 2010	*Isis District SHS*
University (degree)	19.1%
Vet Cert III-IV	4.4%
VET Cert I-II	5.9%
Apprentice	10.3%
Trainee	5.9%
Working FT	11.8%
Working PT/Casual	20.6%
Seeking work	17.6%
Not studying/Not working	4.4%

The results show that 78% of Isis High students who completed Year 12 last year are now learning and/or earning.

Nearly half our Year 12 students from 2010 (45.6%) are engaged in further learning or training, either at university, TAFE or private training colleges.

The most common form of destination was university (19.1%). In addition, to this figure a further 2.9% of respondents deferred a tertiary offer ('gap year'). This is credit to the school's continuing strong academic program that prepares students well for university entry and further study.

The school's vocational education program shows a good articulation by students into further VET training with the combined VET study destinations accounting for 26.5% of students. There were 10.3% entering campus-based VET training, with participation in apprenticeships/ traineeships (16.2%).

There were 54.4% of respondents who did not enter post-school education or training. Some entered full-time/part-time employment (32.4%). There is an increase in the number of former students still seeking work (17.6%), however this figure is perhaps a reflection of the current economic situation.

The data shows the school continues to provide a good preparation for students to successfully access the range of pathways available after they leave school.

Performance of our students

Early leavers information

Most students continue in secondary schooling through to the completion of Year 12. Some students, in conjunction with their families may make the decision that they would prefer to take advantage of other opportunities as an alternative to schooling. These students and families are provided with advice through the school administration and counselling through the school Guidance Officer to ensure any decisions made are based on reliable information and a well considered. At all times, the welfare and future of the students is a primary consideration. Students and parents are advised of the requirements of the State Government's compulsory schooling requirements and compulsory participation ('learning or earning') legislation. Students who leave school early generally transition into employment, traineeships/apprenticeships or further training (Eg. TAFE, private organisations).

Value added

Isis District State High School is proud of the vocational learning opportunities afforded to students in the senior phase of learning. In 2010, students were awarded the following nationally recognised vocational training qualifications:

Certificate I in Hospitality	Certificate II in Hospitality
Certificate I in Rural Operations	Certificate II in Rural Operations
Certificate I in Information Technology	Certificate II in Information Technology
Certificate II in Manufacturing	Certificate II in Business

In addition, at the end of 2010 there were 13 students in Years 11 and 12 completing school-based traineeships or apprenticeships.

Isis District State High School places great emphasis on students progressing through secondary school with the capacity to create an individual pathway of value for themselves according to their circumstances. Students are supported in developing their program with continuing school support and monitoring of progress. Experienced and professional staff provide excellent learning opportunities and parents are kept informed of student progress in achieving their individual goals.

Such is the calibre of students at Isis District State High School that they are often proposed for significant awards and scholarships such as:

- selection of student to attend the National Science Youth Forum (joining just 200 other Australians)
- selection of student to the Queensland Youth Parliament
- Wide Bay winner of the Education Ministers' Awards for Excellence in Art
- a number of state scholarships for education support.

Performance of our students

Isis District State High School – School Captains 2010

(with local Councillor Tony Riccardi)